



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **South Carolina Department of Education Support for Implementing the Common Core State Standards for Mathematics**

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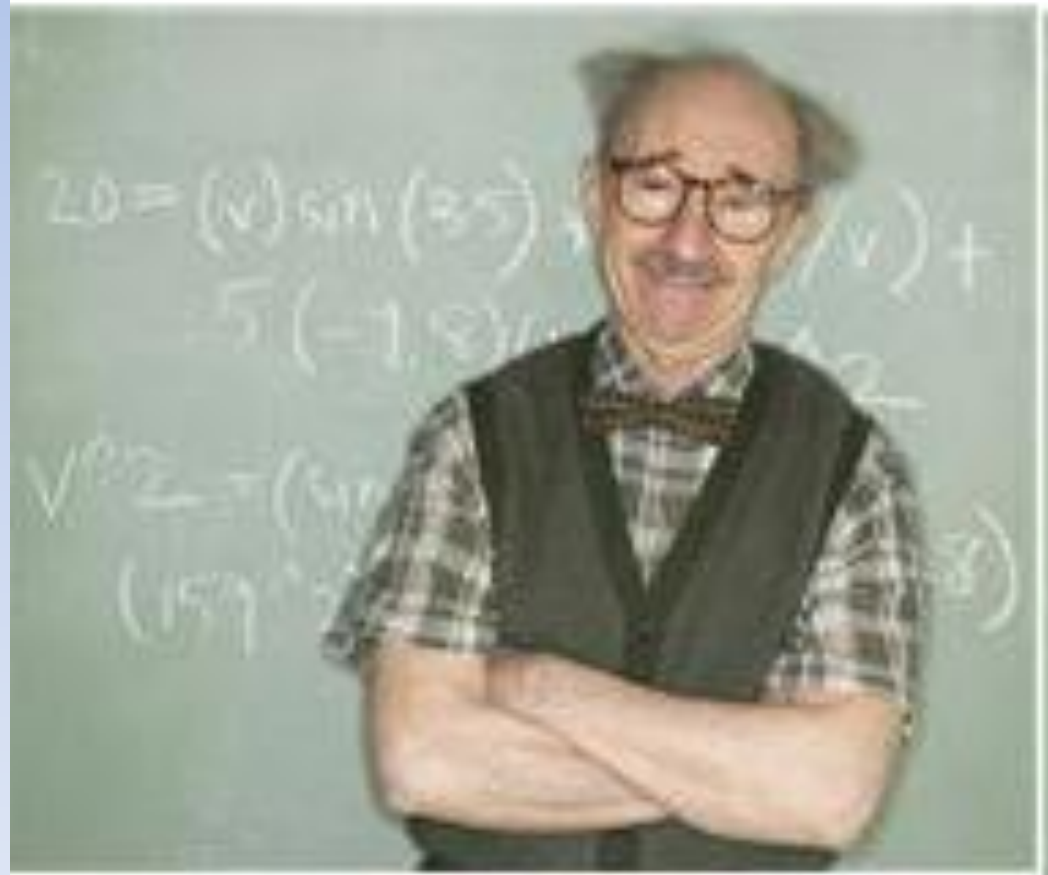
# **Office of Teacher Effectiveness Content Knowledge Team**

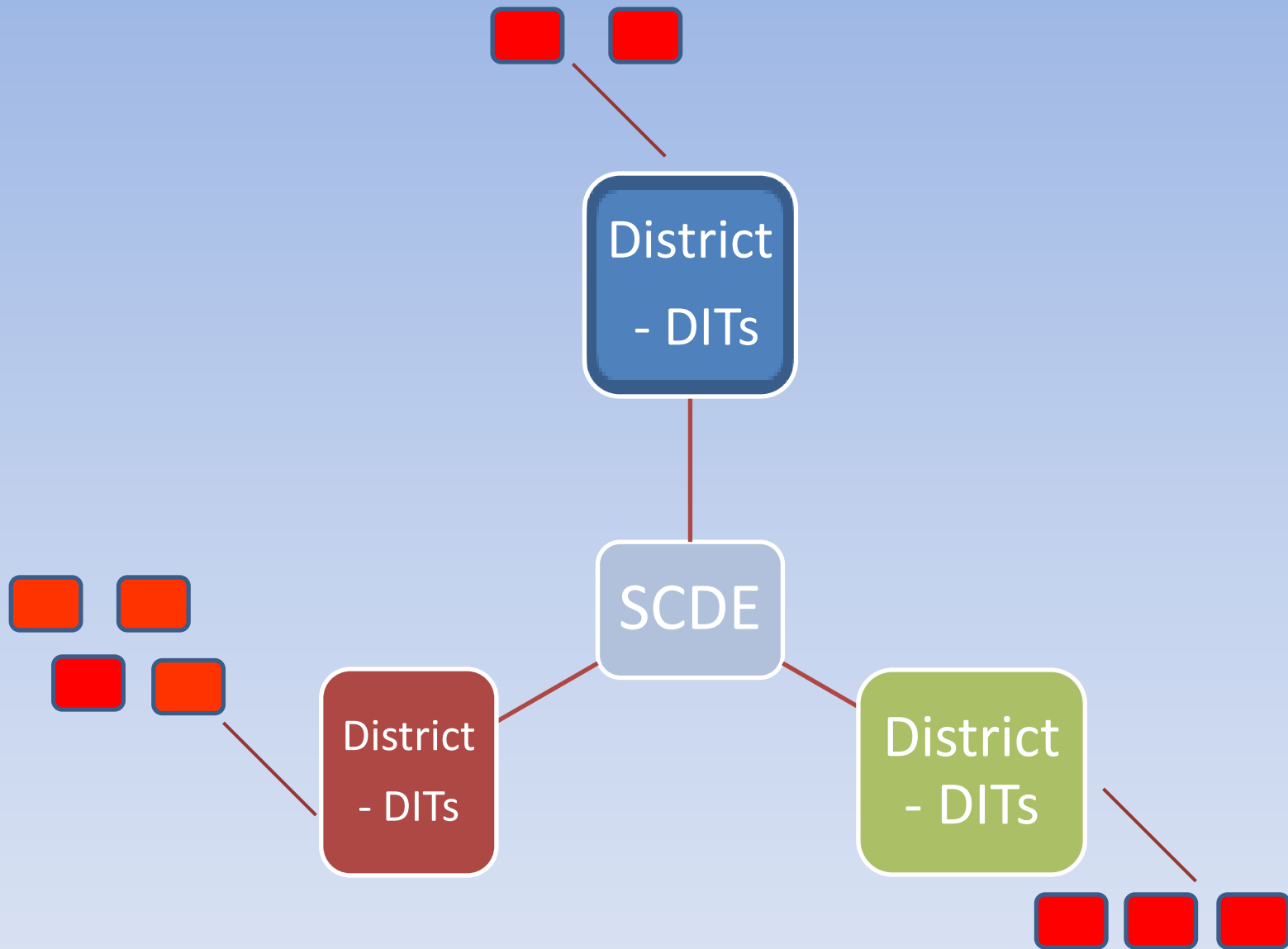
**“STEM” - Science,  
Technology, Engineering and  
Mathematics**

# Introductions

## Presenters

### Table Teams





# Building Capacity for Implementation

# ***Purpose for Today's Session***

## **1. Dig Into the Standards**

### ***“Take Aways” for Today's Session***

- A. Better understanding as to how the standards can be “condensed” for teaching and a process to do so.**
- B. Understanding of how today's experience supports implementation.**

# Questions to be Addressed Today



- 1. What are the mathematical concepts contained in the CCSSM?**
- 2. What are the standards that support each concept?**
- 3. How do the standards that support each concept relate to form terminal and supporting objectives – Learning Goals?**
- 4. How does this support implementation?**

# **Informational Updates and a Quick Review**

- 1. Timeline and Assessment Status**
- 2. Format of Standards - “Delineation”**
- 3. Concepts, Content and Instructional Approaches**



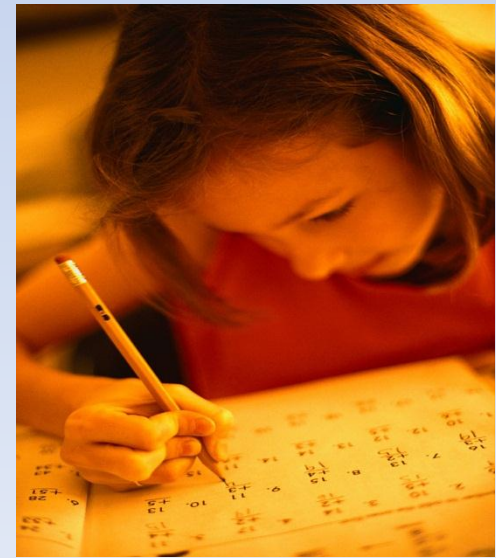
# **Implementation Timeline**

**2011 – 2012      Professional Development**

**2012 – 2013      Professional Development**

**2013 – 2014      Bridge Year**

**2014 – 2015      Full  
Implementation**





# **Where are SC districts with regard to transition to the Common Core State Standards for mathematics?**

- ⇒ Started last year with a grade(s) or concept(s) -- 10%**
- ⇒ Started this year with a grade(s) or concept(s) -- 40%**
- ⇒ Still in the planning stage -- 51%**

# **ASSESSMENT**

**At the State Board of Education meeting on February 8, 2012 the Board accepted the Department of Education's recommendation to go with Smarter Balanced as the assessment provider.**

**[www.k12.wa.us/smarter](http://www.k12.wa.us/smarter)**

# Organization of Standards



**Domains  
(Strands)**

**United States**

**Cluster Headings  
(Standards)**

**South Carolina**

**Standards  
(Indicators)**

**Columbia**

Drilling Down

# Organization – Broad to Specific



Critical/Focus Areas  
Domains  
Cluster Headings  
Standards

# Reflecting on Organization

**5<sup>th</sup> Grade – In what Domain(s) would you find Division?**

**8<sup>th</sup> Grade - In what Domain(s) would you find simultaneous linear equations?**



# Constructing Understanding

## How to label. . .



**6.RP.1**

**6 = 6<sup>th</sup> Grade**

**RP = Ratios and Proportional Relationships  
(Domain)**

**1 = The cluster piece in that Domain**

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# Questions to be Addressed Today



- 1. What are the mathematical concepts contained in the CCSSM?**
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# Examples of mathematical concepts. . .



What does *terminal objective* mean to you?

How does that differ from *supporting actions/objectives*?



## **5.G.1**

**What is the concept being addressed?**

**What is the terminal objective?**

**What are the required supporting actions?**

# Concept – Coordinate Plane

- Graph Points on a Coordinate Plane 5.G.1

First quadrant only 5.G.2

Define a coordinate system

Use terms *axis*, *perpendicular number lines* and  
*origin*, *ordered pairs*, *coordinates*

Demonstrate how the number lines intersect at  
(0, 0) – the origin

Understand direction of x and y coordinates and  
relationship to origin

- Solve real world and mathematical problems 5.G.2

Interpret coordinate values of points in context

## **Domains, cluster headings**

**Basis for long range plans**

### **Geometry – 5<sup>th</sup> Grade**

#### **Long range plan**

- **Graph points on the coordinate plane to solve real-world and mathematical problems**
- **Classify two-dimensional figures into categories based on their properties.**

## **Concepts, Terminal Objectives, Supporting Actions**

**Basis for short range plans**

# Concept – Coordinate Plane

- **Graph Points on a Coordinate Plane 5.G.1**

**First quadrant only**

**Define a coordinate system**

**Use terms *axis, perpendicular number lines* and  
*origin, ordered pairs, coordinates***

**Demonstrate how the number lines intersect at  
(0, 0) – the origin**

**Understand direction of x and y coordinates and  
relationship to origin**

- **Solve real world and mathematical problems 5.G.2**

**Interpret coordinate values of points in context**

# GRADE LEVEL TEAM WORK



- Stand by the grade level in which you prefer to work
- Will be divided into smaller teams
- Smaller teams will work together to identify:
  - Concepts** (identify all related standards)
  - Terminal Objectives**
  - Supporting Actions/Objectives**
- Small teams will combine with same grade level teams to compare work and reach consensus
- Compare to already prepared documents
- Share feedback
- Address how this experience supports implementation
- Vertical articulation of concepts – if time permits

**How does today's experience support implementation?**

**What questions do you have about today's experience?**

**What questions do you have about replicating this experience in your districts?**



**Next steps. . .**

**Have teachers work in grade bands to develop a vertical articulation document. As they meet to discuss vertical articulation, have them begin conversations related to gaps in learning that will occur as they transition from 2007 to CCSS.**



# My Contact Information

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